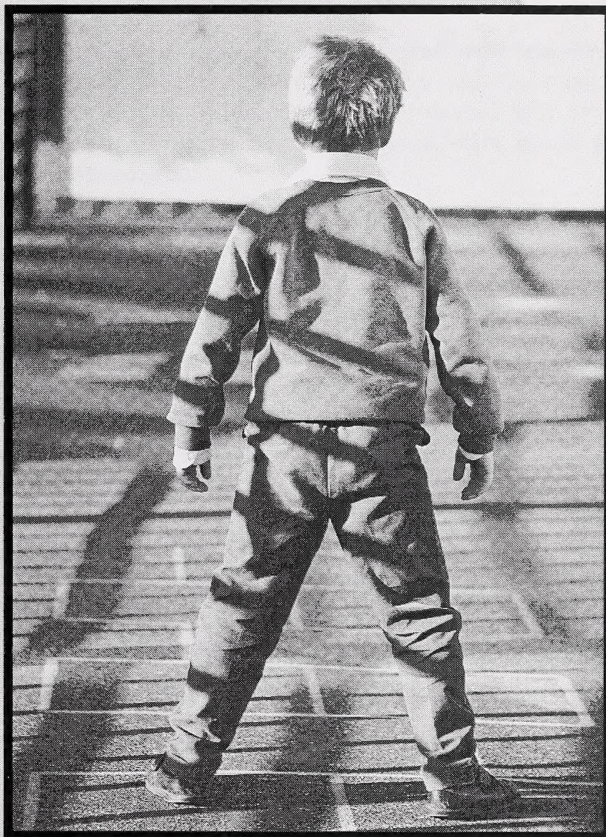




Mathematics Module 4



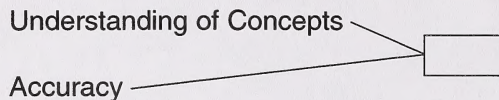
Assignment Booklet 4A



**Distance
Learning**

FOR TEACHER'S USE ONLY

Mathematics Grading



This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

Grade One Mathematics
Assignment Booklet 4A
Module 4
Learning Technologies Branch
ISBN 0-7741-1734-6

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Grade One Mathematics – Assignment Booklet 4A

Learning Tasks

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will appear like this.

Text for you and the student
will appear like this.

Mathematics 1**Assignment Booklet 1A**

Day 4**Assignment 2 (continued)**

Step 2: Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


Step 3: Give the student two black and two white **sheep pictures** and the **field picture** from Step 1.

Step 4: Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



Step 5: Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

Step 6: Ask the following questions.


Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued

15

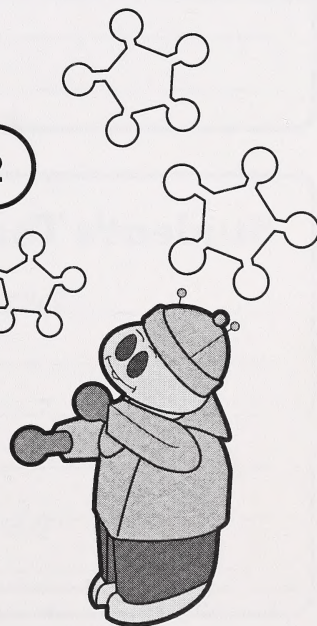
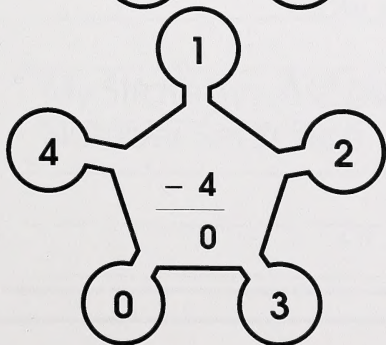
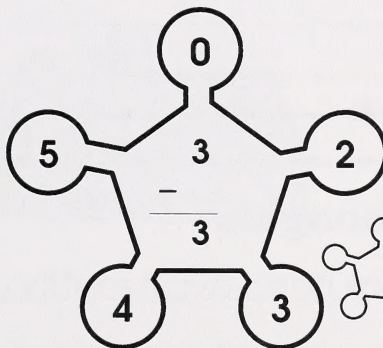
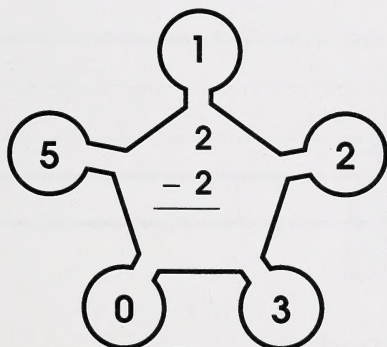
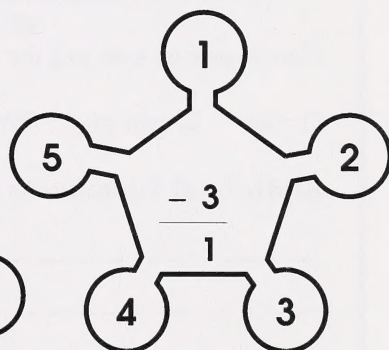
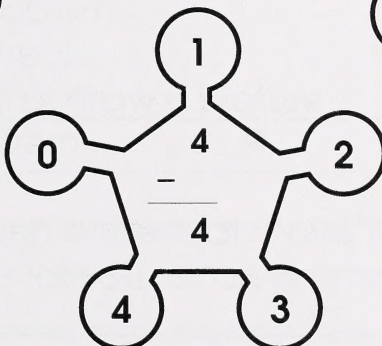
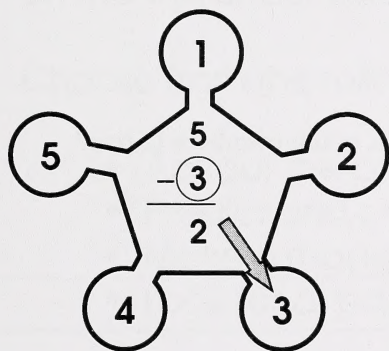


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Day 1

Assignment

Find the missing number in each number sentence **below**. One has been done for you, as an example. You may use counters to help find the answers.



Day 1

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- subtract, using numbers to five

Check **yes** or **not yet** for the question.

☐ yes ☐ not yet Was the student able to subtract, using numbers to five?

Additional Comments

Student's Thoughts

Day 2

Assignment 1

Solving Problems

Choose a way to solve each problem **below**. Print your **strategy** on the line under each **problem**.

Choose from the following **strategies**:

- Act out the problem.
- Predict and check.
- Make a model or draw a picture.
- Look for a pattern.

Then print a number sentence that shows the answer to the problem. One is done for you, as an example.



How many kittens have been sold?

My Strategy: Act out the problem.

Number Sentence

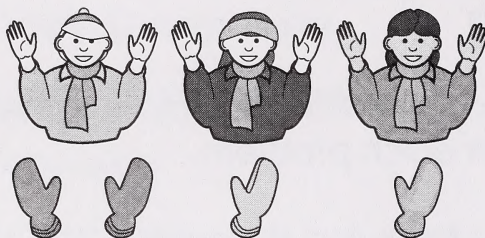
$$2 + \underline{\quad\quad\quad} = 6$$

$$6 - 2 = 4$$

Continued

Day 2

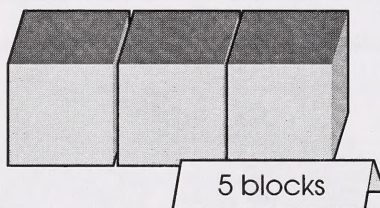
Assignment 1 (continued)



How many more mittens are needed?

My Strategy: _____

Number Sentence



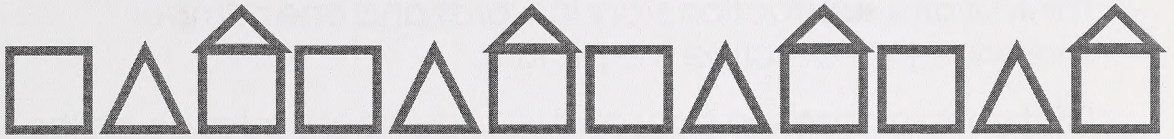
How many more blocks are needed to make 5?

My Strategy: _____

Number Sentence

Day 2**Assignment 1 (continued)**

Draw the shapes that would come next.



My Strategy: _____

Print the numbers that would come next.

4 5 4 5 4 5

My Strategy: _____

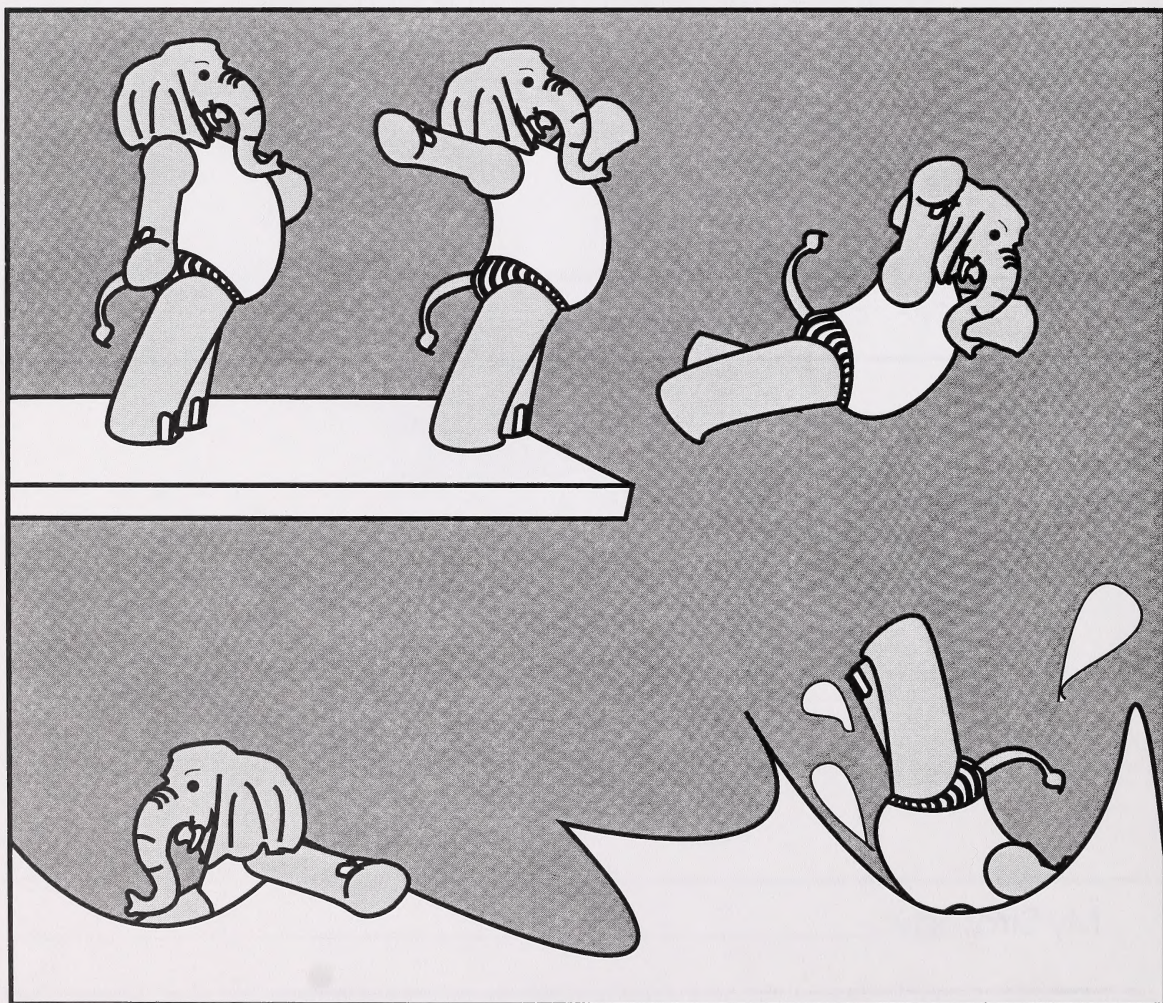
Day 2

Assignment 2

Look at the picture below.

Think of **one** subtraction story in words and **one** number sentence that describe the picture.

Print your subtraction story and your number sentence on the next page.



Continued

Day 2

Assignment 2 (continued)

My subtraction story

My number sentence

Day 2

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- choose a strategy to solve a problem
- subtract, using numbers to five

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to choose a way to solve problems?

☐ yes ☐ not yet Was the student able to subtract, using numbers to five?

Additional Comments

Student's Thoughts

Day 3

Assignment

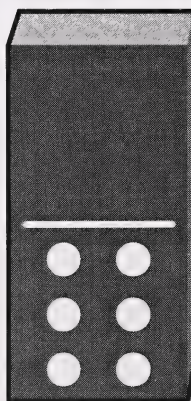
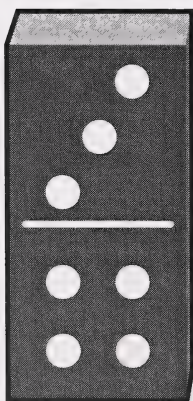
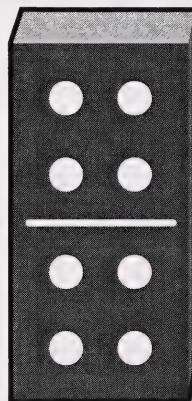
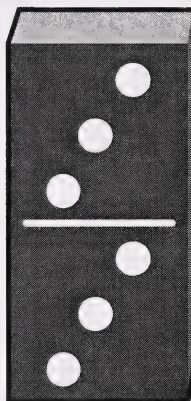
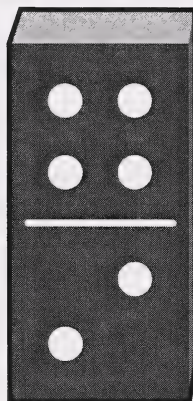
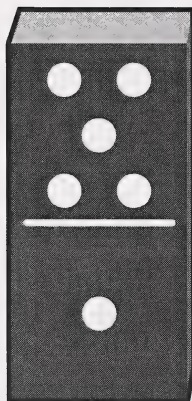
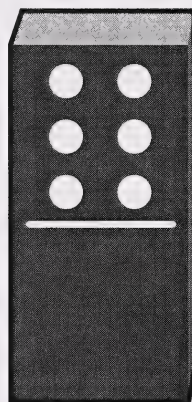
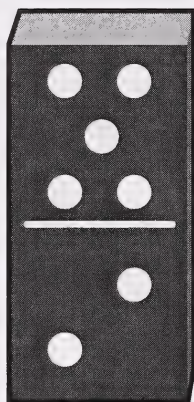
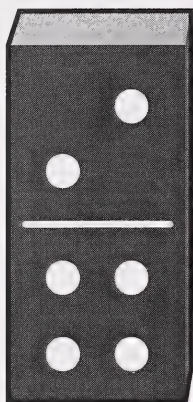
Make up 3 number sentences for sums or differences to 6. Print your number sentences in the boxes **below**. Add pictures to match your number sentences.

6

Day 4

Assignment

Circle the dominoes that show a total of 6 dots.



Day 4

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add and subtract, using sums and differences to six

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was your student able to add, using numbers to six?

☐ yes ☐ not yet Was your student able to subtract, using numbers to six?

Additional Comments

Student's Thoughts

Day 5

Assignment

Puzzle for 6

Remove the following page from your Assignment Booklet. Print the answer on each **puzzle** piece. Then cut apart the puzzle pieces and glue them back together on this page. Let the glue dry before closing your Assignment Booklet.

Continued

Day 5

Assignment (continued)

Remove this page from your Assignment Booklet. Print the answer on each **puzzle** piece. Then cut apart the puzzle pieces and follow the directions on the page before this one.

$6-3=$

$5+1=$

$3+3=$

$6-1=$

$6-5=$

$6-0=$

$6-4=$

$6-6=$

$6-2=$

This page will be cut up during
the assignment for Day 5.

Day 5

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- subtract, using differences to six

Check **yes** or **not yet** for the question.

☐ yes ☐ not yet Was the student able to subtract, using differences to six?

Additional Comments

Student's Thoughts

Day 6

Assignment

Puzzle for 7

Remove the following page from your Assignment Booklet. Print the answer on each puzzle piece. Then cut apart the puzzle pieces and glue them back together on this page. Let the glue dry before closing your Assignment Booklet.

Day 6**Assignment** (continued)

Remove this page from your Assignment Booklet. Print the answer on each puzzle piece. Then cut apart the puzzle pieces and follow the directions on the page before this one.

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

$$4 + 3 =$$

$$\begin{array}{r} 25 \\ + \\ \hline \end{array}$$

$$6 + 1 =$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

$$5 + 2 =$$

This page will be cut up during
the assignment for Day 6.

Day 6

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add, using sums to seven

Check **yes** or **not yet** for the question.

☐ yes ☐ not yet Was the student able to add, using sums to seven?

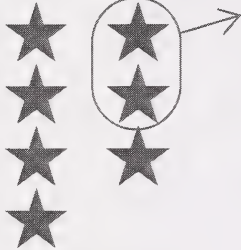






Additional Comments

Student's Thoughts

Day 7

Assignment

Subtract from 7. Circle the stars that are taken away. An example has been done for you.


$$7 - 2 = 5$$

$$7 - 6 =$$

$$7 - 4 =$$

$$7 - 1 =$$

$$7 - 5 =$$

$$7 - 7 =$$

$$7 - 3 =$$

Day 8

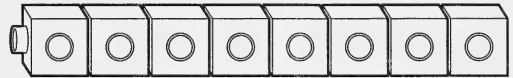
Assignment 1

Finding Sums to 8

Colour each train of 8 a different way. Use the colours suggested or two different crayons. Then print the numbers for the colours. One has been done for you, as an example.



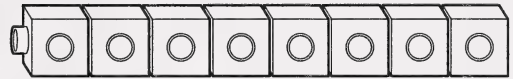
3 blue and 5 yellow



___ green and ___ orange



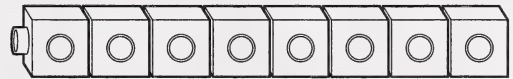
___ brown and ___ red



___ purple and ___ white



___ yellow and ___ black



___ red and ___ blue



___ green and ___ brown



___ purple and ___ orange

Day 8

Assignment 2

Draw 2 candies in each hand. Print how many there are in total. One has been done for you, as an example.



2 candies



_____ candies



_____ candies



_____ candies



_____ candies

Day 8

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add, using sums to eight
- count by twos to ten

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to add, using sums to eight?

☐ yes ☐ not yet Was the student able to count by twos to ten?

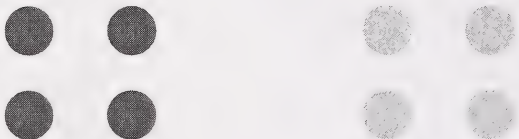
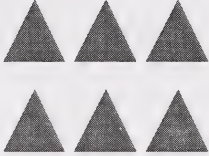




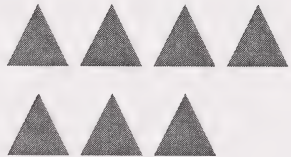
Additional Comments

Student's Thoughts

Day 9

Assignment 1

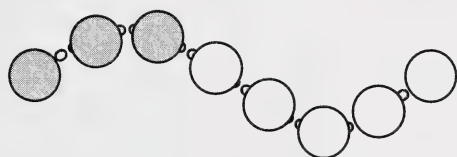
Add more **shapes** to make sets of 8. Then fill in each number sentence. One has been done for you, as an example.


$$4 + 4 = 8$$

$$6 + \underline{\quad} = 8$$

$$5 + \underline{\quad} = 8$$

$$2 + \underline{\quad} = 8$$

$$1 + \underline{\quad} = 8$$

$$3 + \underline{\quad} = 8$$

$$7 + \underline{\quad} = 8$$
$$0 + \underline{\quad} = 8$$

Day 9

Assignment 2

Colour each string of beads a different way. Use two colours for each string. Then print the number sentence. One has been done for you, as an example.



$$\underline{3} + \underline{5} = \underline{8}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



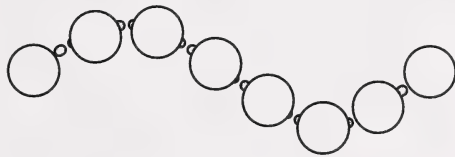
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Day 9

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add, using sums to eight
- find the missing number in a number sentence

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to add, using sums to eight?

☐ yes ☐ not yet Was the student able to find the missing number in a number sentence?

Additional Comments

Student's Thoughts

Grade One Mathematics – Assignment Booklet 4A

Day 9 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 4A

Day 1

☐ My Snowflake Booklet

Day 4

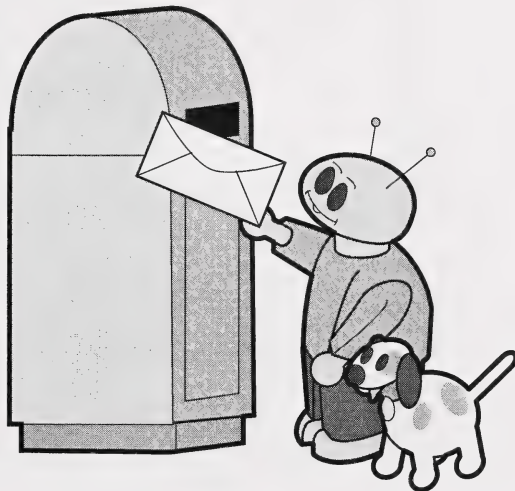
☐ My Addition Peek-a-Boo Booklet
My Subtraction Peek-a-Boo Booklet

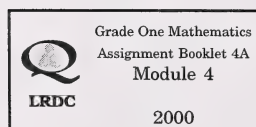
Day 5

☐ Animals at Play Booklet

Day 7

☐ Module 4, Day 7 calendar page





Mathematics Module 4



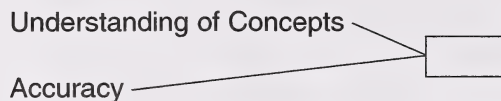
Assignment Booklet 4B



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Learning**

FOR TEACHER'S USE ONLY

Mathematics Grading



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Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

Grade One Mathematics
Assignment Booklet 4B
Module 4
Learning Technologies Branch
ISBN 0-7741-1735-4

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will appear like this.

Text for you and the student
will appear like this.

Mathematics 1

Assignment Booklet 1A

Day 4

Assignment 2 (continued)

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There are **more** black sheep standing near the barn than there are white sheep playing in the field.



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Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

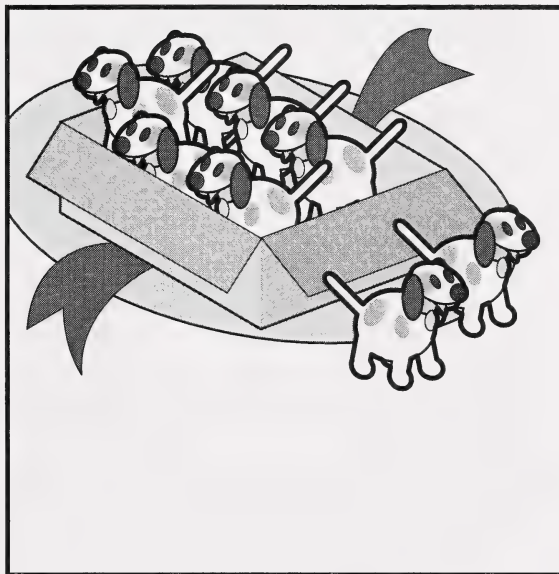
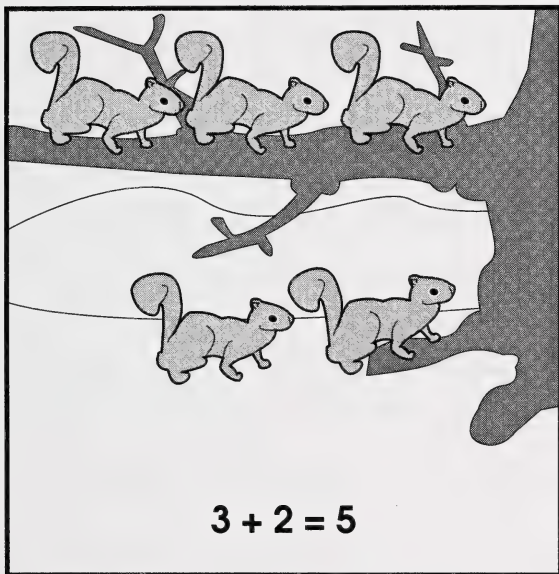
Continued

15

Day 10

Assignment 1

Print a number sentence for each picture. One has been done for you, as an example.



Day 10

Assignment 2

Direct-Opposite Number Operations

Add the numbers in the small boxes. Then do the **direct-opposite** subtraction operations in the large boxes to check your additions. You can use counters to help find the answers.

One has been done for you, as an example.

$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$	$\begin{array}{r} 7 \\ - 3 \\ \hline 4 \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$
---	---	---

$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
---	----------------------------	----------------------------

$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
---	----------------------------	----------------------------

$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
---	----------------------------	----------------------------

$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
---	----------------------------	----------------------------

$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
---	----------------------------	----------------------------

Day 10

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add and subtract, using sums and differences to eight
- recognize and use the relationship between addition and subtraction to solve problems

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to add and subtract, using sums and differences to eight?

☐ yes ☐ not yet Was the student able to recognize and use the relationship between addition and subtraction to solve problems?

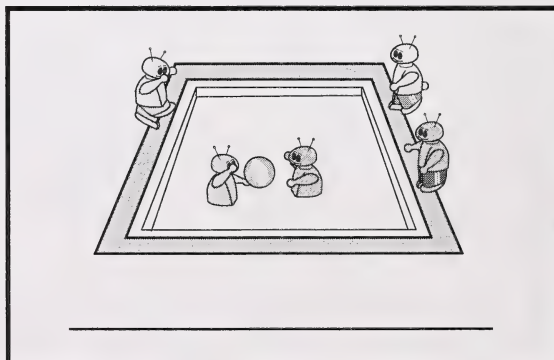
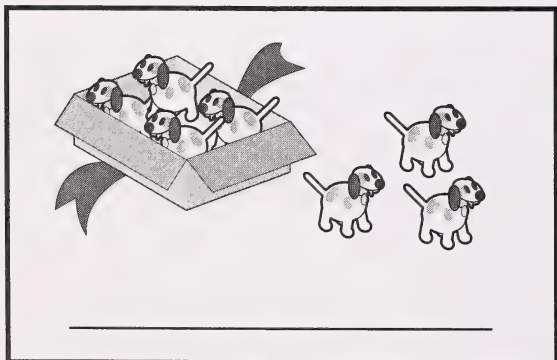
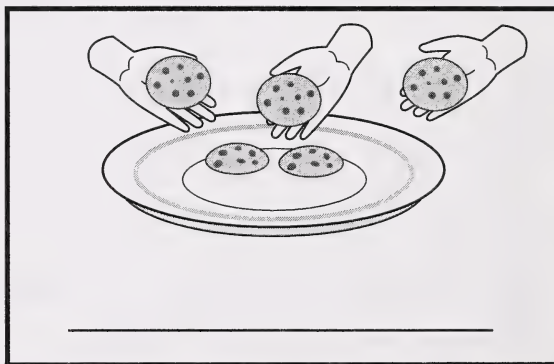
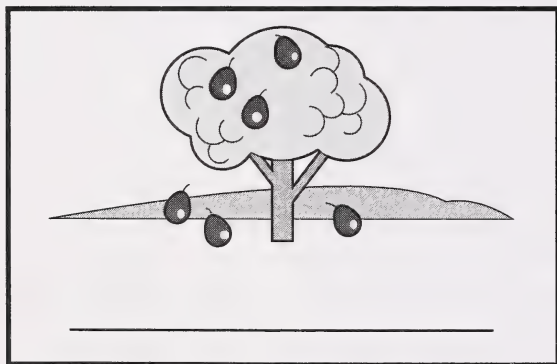
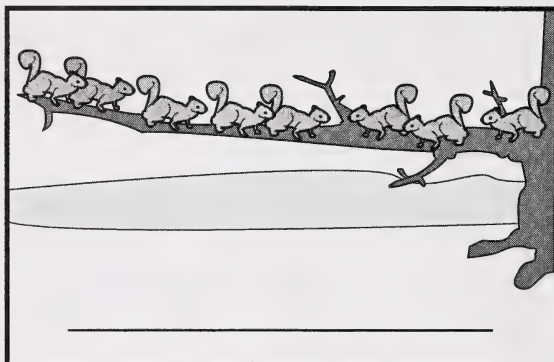
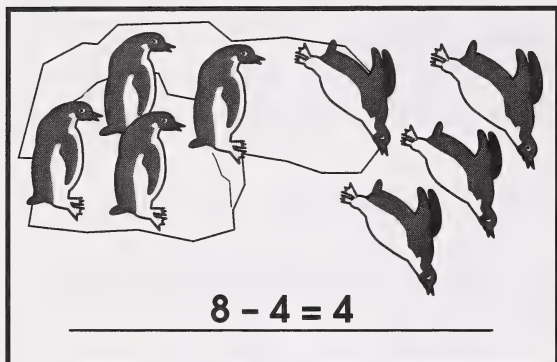
Additional Comments

Student's Thoughts

Day 11

Assignment

Print a number sentence for each picture. One has been done for you, as an example.



Continued

Day 11

Assignment (continued)

Complete the number sentence in each box.

Then draw a picture to **match** each number sentence.

$$4 + 4 = \underline{\hspace{2cm}}$$

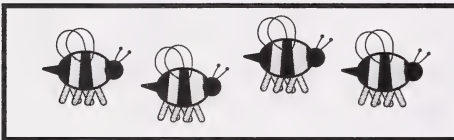
$$8 - 5 = \underline{\hspace{2cm}}$$

Day 12

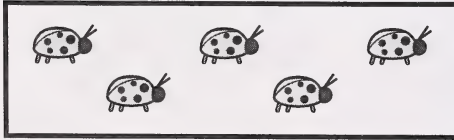
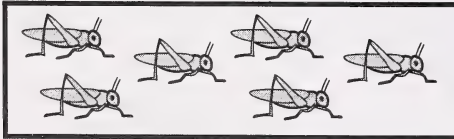
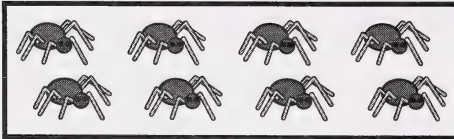
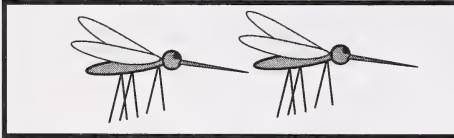
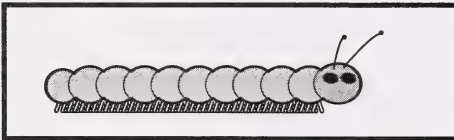
Assignment 1

Counting Forward to 10

How many objects are in each box? Beside each box, print the number of objects. Then **count forward** to 10. Print the numbers as you count. One has been done for you, as an example.



4 5 6 7 8 9 10



Day 12

Assignment 2

Sums to 8

Colour each cube train with 2 colours. Print the number of each colour on the first 2 lines of each box. Print the total number of cubes on the last line. One has been done for you, as an example.



3 and 5
8 in all



and
 in all



and
 in all



and
 in all



and
 in all



and
 in all



and
 in all



and
 in all

Day 12

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add, using sums to eight
- count forward to ten from a given number
- identify the greater of two numbers

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to add, using sums to eight? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to count forward to ten from a given number? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify the greater of two numbers? |

Additional Comments

Student's Thoughts

Day 13

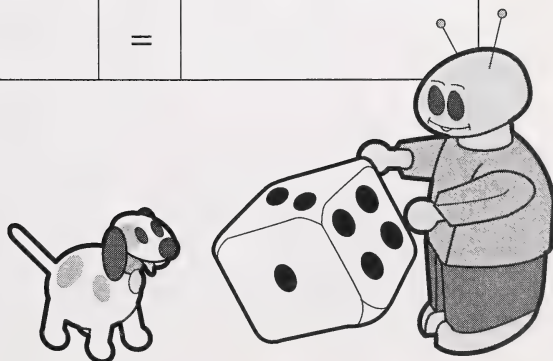
Assignment 1

Sums to 8

Use masking tape to cover the five and six dot faces on a die or use a cube-shaped box labelled with one to four dots.

Roll the die twice, and use the numbers rolled to make addition number sentences with sums up to 8. One has been done for you, as an example.

First roll		Second roll		Sum
4	+	1	=	5
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	



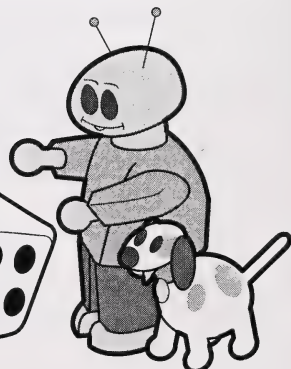
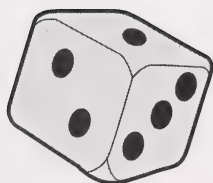
Day 13

Assignment 2

Finding the Difference

Roll a die twice, and use the numbers rolled to make subtraction number sentences. Place the **greater** number rolled in the **first column**, and subtract the other number from it. One has been done for you, as an example.

6	—	5	=	1
	—		=	
	—		=	
	—		=	
	—		=	
	—		=	
	—		=	
	—		=	



Day 13

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add and subtract sums and differences to eight
- recognize and use the connections between addition and subtraction operations to solve problems
- identify true and false number sentences
- identify the greater of two numbers

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to add sums and subtract differences to eight? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to recognize and use the connection between addition and subtraction operations to solve problems? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify true and false number sentences? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify the greater of two numbers? |

Additional Comments

Student's Thoughts

Day 14

Assignment 1

Sums to 8

Use counter to help find the following sums to 8.

Strategy: Begin with the greater number and **count forward**.

Two have been done for you, as examples.

See: $6 + 1 = \underline{\quad}$

Think: 6, 7

$$6 + 1 = 7$$

$$1 + 3 = 4$$

$$5 + 2 = \underline{\quad}$$

$$3 + 5 = \underline{\quad}$$

$$3 + 1 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

$$6 + 2 = \underline{\quad}$$

$$1 + 2 = \underline{\quad}$$

See: $2 + 3 = \underline{\quad}$

Think: 3, 4, 5

$$7 + 1 = \underline{\quad}$$

$$4 + 2 = \underline{\quad}$$

$$4 + 3 = \underline{\quad}$$

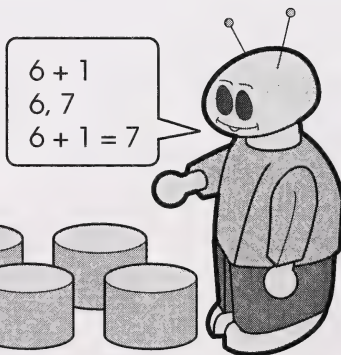
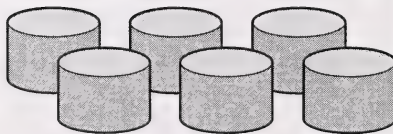
$$2 + 1 = \underline{\quad}$$

$$4 + 1 = \underline{\quad}$$

$$5 + 1 = \underline{\quad}$$

$$3 + 2 = \underline{\quad}$$

$$2 + 5 = \underline{\quad}$$



Day 14

Assignment 2

Differences to 8

Use counters to help find the following differences that use numbers up to 8.

Strategy: Begin with the greater number and **count backward**.

Two have been done for you, as examples.

See: $8 - 2 = \underline{\quad}$

Think: 8 . . . 7, 6

See: $5 - 3 = \underline{\quad}$

Think: 5 . . . 4, 3, 2

$$5 - 3 = 2$$

$$8 - 2 = 6$$

$$7 - 1 = \underline{\quad}$$

$$6 - 3 = \underline{\quad}$$

$$8 - 3 = \underline{\quad}$$

$$7 - 3 = \underline{\quad}$$

$$3 - 1 = \underline{\quad}$$

$$4 - 1 = \underline{\quad}$$

$$6 - 2 = \underline{\quad}$$

$$4 - 3 = \underline{\quad}$$

$$8 - 1 = \underline{\quad}$$

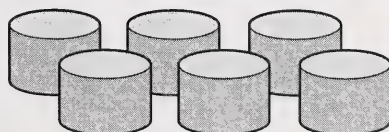
$$5 - 1 = \underline{\quad}$$

$$4 - 2 = \underline{\quad}$$

$$2 - 1 = \underline{\quad}$$

$$8 - 3 = \underline{\quad}$$

$$3 - 2 = \underline{\quad}$$



$8 - 2$
 $8 \dots 7, 6$
 $8 - 2 = 6$

Day 15

Assignment

Use 2 colours to colour each group of 5 in a **different** way. Print the number for each colour. One has been done for you, as an example.



3 green and 2 yellow



_____ and _____



_____ and _____

Continued

Day 15

Assignment (continued)

Use 2 colours to colour each group of 7 in a **different** way. Print the numbers for each colour.



_____ and _____



_____ and _____

Use 2 colours to colour each group of 8 in a **different** way. Print the numbers for each colour.



_____ and _____



_____ and _____

Day 15

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add sums and subtract differences, using numbers to eight
- recognize other names for numbers five to eight

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to add sums and subtract differences, using numbers to eight?

☐ yes ☐ not yet Was the student able to recognize other names for numbers five to eight?

Additional Comments

Student's Thoughts

Day 16

Assignment 1

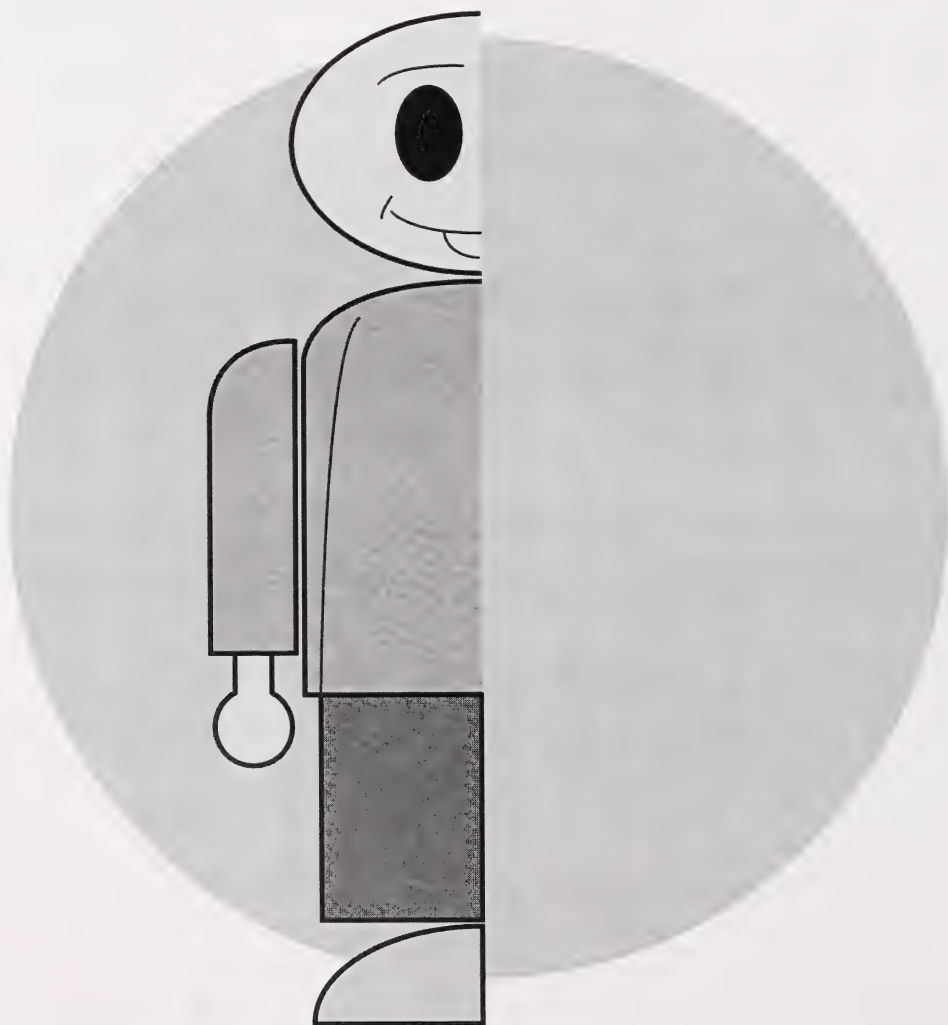
Make up some addition and subtraction number sentences with the number 8. Two have been done for you, as examples.

8	
+	-
$3+5=8$	$8-5=3$

Day 16

Assignment 2

Remove the following page from the Assignment Booklet, and cut out the shapes. Then arrange the cut-out shapes on the right side of the picture to **match** the left side of this picture. Glue the shapes in place to see the **matching** half of the picture. Let the glue dry before closing your Assignment Booklet.



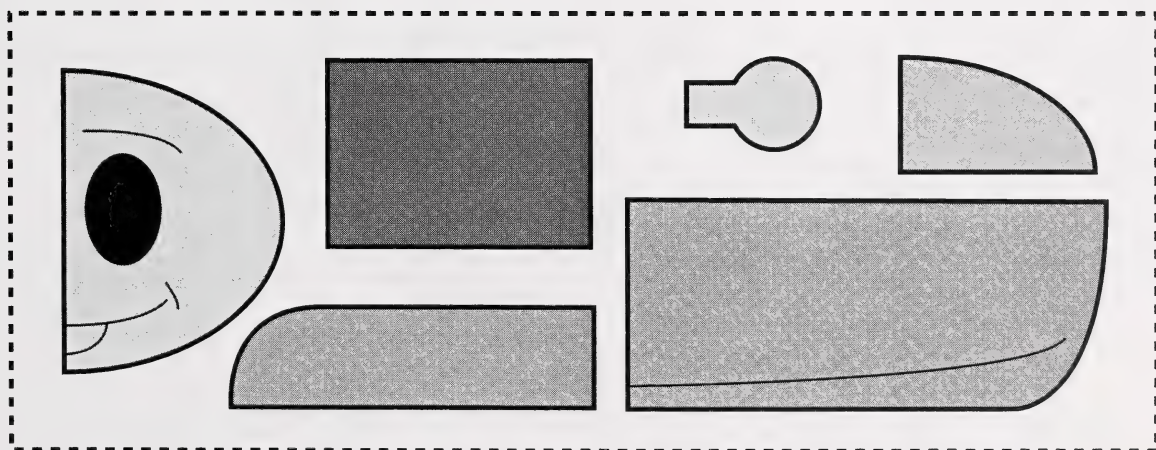
Continued

Day 16

Assignment 2 (continued)

Matching Pairs

Remove this page from the Assignment Booklet and cut out the shapes below. Then follow the directions on the previous page, and arrange the shapes on the right side of the picture to **match** the left side of the picture.



This page will be cut up
during Day 16: Assignment 2.

Day 17

Assignment 1

Counting Forward

How many marbles are hidden in each closed hand? You may use counters to help you figure out the answer. One has been done for you, as an example.

10 in total

3 7

9 in total

13 in total

15 in total

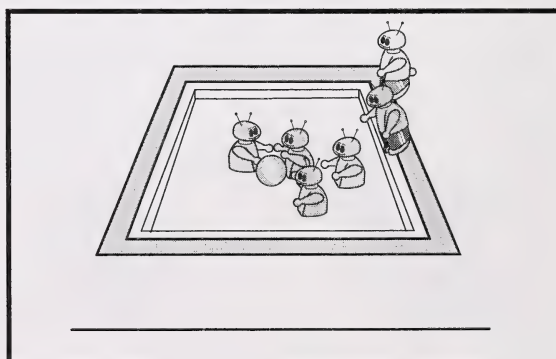
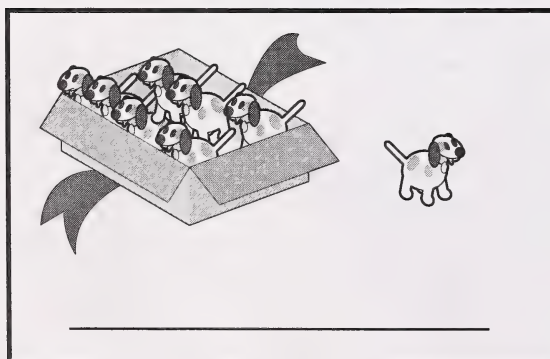
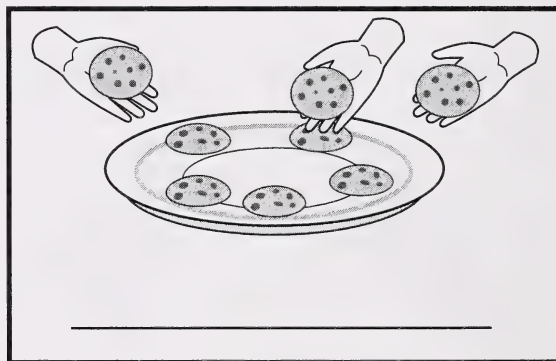
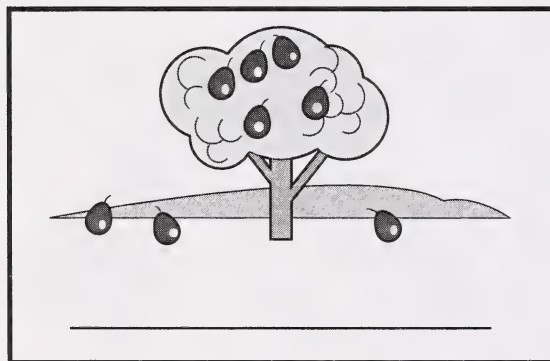
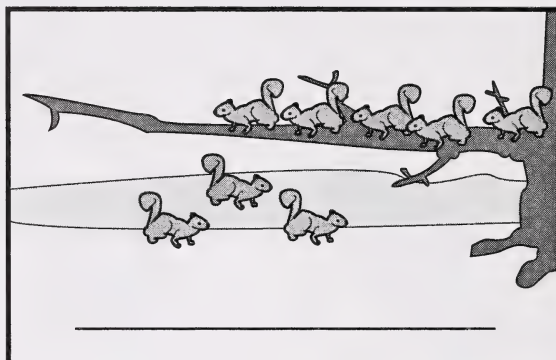
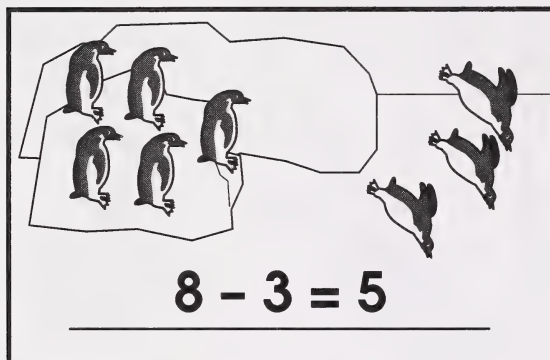
14 in total

12 in total

Day 17

Assignment 2

Print a number sentence for each picture. One has been done for you, as an example.



Continued

Day 17

Assignment 2 (continued)

Complete the number sentence in each box.
Then draw a picture to **match** each number sentence.

$$3 + 5 = \underline{\hspace{2cm}}$$

$$8 - 2 = \underline{\hspace{2cm}}$$

Day 17

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- count to 15
- identify addition and subtraction situations

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to count to 15?

☐ yes ☐ not yet Was the student able to identify addition and subtraction situations?

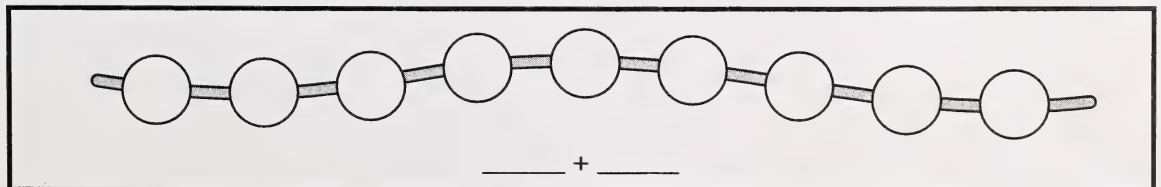
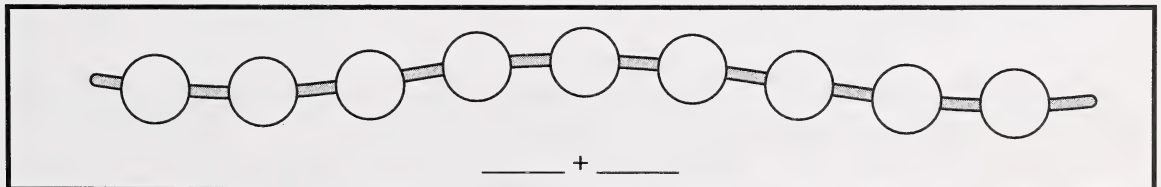
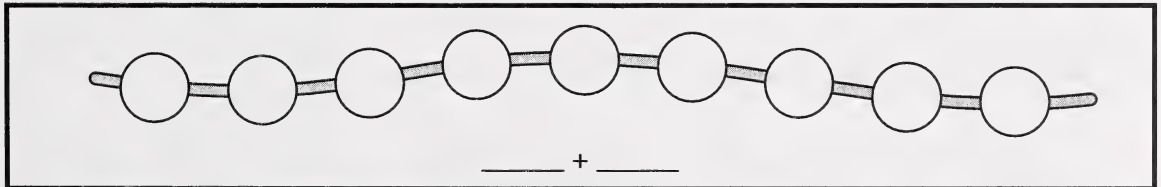
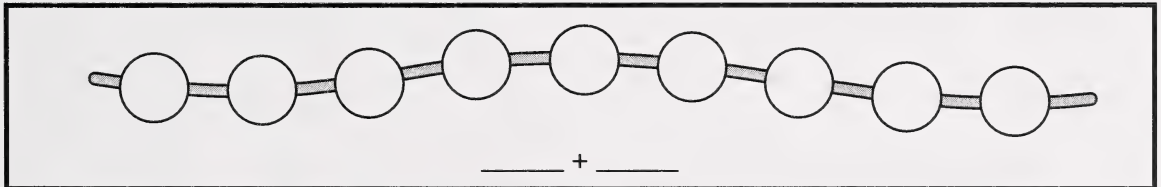
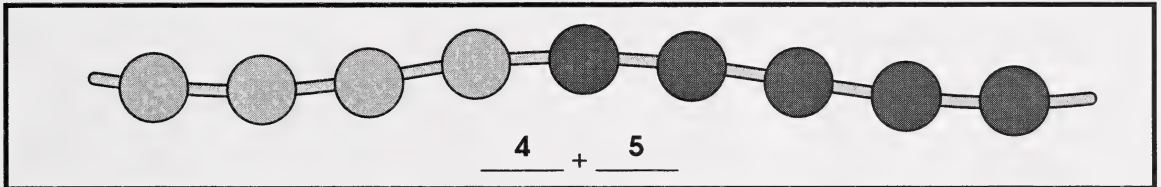
Additional Comments

Student's Thoughts

Day 18

Assignment 1

Use 2 colours to show different ways to make the number 9.
One has been done for you, as an example.



Day 18

Assignment 2

Collecting Information on a Tally Chart

Ask **nine** people the following question.

Would you rather have a cat or a dog for a pet?

Print your results in the box. For example, you could show your results as follows.

cat III

dog IIII I

cat

dog

Recording Information on a Picture Graph

An example of a **picture graph** has been done for you on the next page.




Record your results in the **picture graph** on the page following the example. Then give your graph a title.

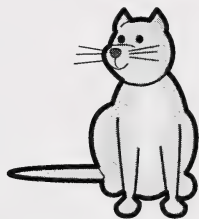
Continued






Day 18

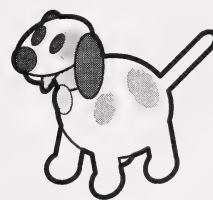
Assignment 2 (continued)

A Cat or a Dog for a Pet?

9	
8	
7	
6	
5	
4	
3	
2	
1	



9	
8	
7	
6	
5	
4	
3	
2	
1	



Continued

Day 18

Assignment 2 (continued)

Title _____

9	
8	
7	
6	
5	
4	
3	
2	
1	



cat

9	
8	
7	
6	
5	
4	
3	
2	
1	



dog

Day 18

Assignment 2 (continued)

Use your graph from the **previous** page to answer the following questions. You may draw pictures or print words and numbers.

Which pet did most of the people choose?

Why do you think most people preferred this pet?

What is the difference in numbers between the people who chose cats and the people who chose dogs?

Day 18

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- add, using sums to nine
- conduct a survey to collect first-hand information
- use one-to-one correspondence to construct a picture graph

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to add, using sums to nine? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to conduct a survey to collect first-hand information? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to use one-to-one correspondence to construct a picture graph? |

Additional Comments

Student's Thoughts

Grade One Mathematics – Assignment Booklet 4B

Day 18 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 4B

Day 11

☐ What's in My Hands? booklet

Day 14

☐ My Number Eight Booklet

Day 15

☐ My Number Name Booklet

